

<b>Professor.</b>	Dr. Navin Viswanathan
<b>Office.</b>	Dole 3029
<b>Email.</b>	navin@ku.edu
<b>Class meeting times.</b>	Tue & Thu: 4:00 pm to 5:15 pm
<b>Place.</b>	Dole 2096
<b>Office hours.</b>	Tue: 2:20 pm to 3:00 pm and Thu: 12:00 pm to 12:30 pm.
<b>Grad TA.</b>	Brandall Bond, B.A.
<b>Office.</b>	Dole 3017
<b>Email.</b>	Bbond3@kumc.edu
<b>Office hours.</b>	Tue: 2:30 to 3:30 pm

**\*Please come prepared for office hours\***

### Course Materials

#### Required Text\*

(1) Fernández, E. M. & Smith Cairns, H. (2011). *Fundamentals of Psycholinguistics*. Hoboken, NJ: Wiley-Blackwell.

#### Other Suggested Texts\*\*

- (1) Byrd, D., & Mintz, J., T. (2010). *Discovering Speech, Words, and Mind*. Wiley-Blackwell; 1 edition, ISBN: 978-1405157995
- (2) Gleason, J. B., & Ratner, N. B., (Eds.). (1997). *Psycholinguistics* (2nd ed.). Belmont, CA: Wadsworth Publishing.
- (3) Altmann, G. T. M. (1999). *The Ascent of Babel: An Exploration of Language, Mind, and Understanding* (Paperback). USA: Oxford University Press.

\* Available at KU Bookstore and online (free) via Ebrary on the KU library website

\*\* Not required, may be helpful. IF needed, can borrow from the library or check online bookstores for used copies. I will occasionally share material through blackboard as well.

### Course Description

Welcome. This class is about the remarkable entity we call language. Our (near) effortless use of language belies the complexity of processes involved in the use of language. During the course of the class we will systematically explore how language is studied, considering in turn the various aspects of language use. This course will provide a foundation for the future study of language, language acquisition, and language disorders. It is **recommended** that students complete this course **prior to** enrolling in SPLH 566 Language Development.

### Course Objectives

This course is designed to meet the requirements of ASHA Knowledge Standards III-B Normal Processes, III-C Communication Disorders, and III-D Clinical Application in the area of Receptive/Expressive Language. During this course, students will learn:

- (a) Linguistic characterization of different levels of Language
- (b) Psycholinguistic methodologies used to study language use
- (c) Different, often competing, theories of language use
- (d) To read, describe, and evaluate research articles on language use
- (e) To extend acquired concepts and research findings to applied (clinical) settings

### Course Requirements

**Grades:** Your grade in this course will be based on the following items. Please see below for a worksheet that will help you keep track of your grade as the semester progresses.

**(1) Attendance 0%**

You are expected to attend all the classes and actively take notes and participate during the class. If you miss class, **it is your duty to catch up with the work you missed**. Missing classes regularly will make it difficult/impossible for you to get a good grade in this class. Furthermore, missing a class may cause you to miss a pop quiz; these quizzes cannot be made up. Each class builds upon the concepts explained in the previous class and attending classes regularly will make it easier to understand the material.

**(2) Exams 40 % (2 midterms = 2 X 20 = 40)**

The exact layout of each exam will be discussed at least two class meetings prior to each exam. Each exam will contain a combination of very short answers and short answers. These questions will be similar to the ones discussed in class and in pop quizzes.

**(3) Final Paper 20%**

The summative evaluation of this course will be a final paper that will be due during the week of final exams. The format and specific guidelines for this paper will be shared with you no later than two weeks before this paper is due through Blackboard. There will be no final exam for this course.

**(4) Article Summaries 15% (3 articles X 5points each = 15)**

A total of three articles will be assigned for discussion on specific class meetings (please see schedule). For each assigned article, you will complete a two-part report. This assessment is designed to improve your written communication skills. Students are urged to work hard on this skill and seek help from the University writing center.

**(4a) Pre-discussion summary (1 point / article)** This is to be completed online at least 48 hours before the day of discussion. The template for the pre-discussion summary will be uploaded on Bb at least one week prior to each discussion.

**(4b) Post-discussion summary (4 points/ article)** This will take the form of a concise summary of the article addressing the key points from the pre-discussion summary and incorporating the discussion of the article in class. Word limits will be specified separately for each article to be discussed. In addition, students are expected to distill the key points as well as support their conclusions with strong argument and evidence from the articles. This will typically be due one class after the class discussion.

**(5) Short Assignments 15% (3 X 5 = 10)**

Three short assignments will be assigned. These are designed to encourage you to go beyond the discussions in class. You will have a minimum of one week to complete each assignment. Due dates and instructions will be announced prior to each assignment.

**(6) Pop Quizzes and other Activities 10% (5 X 2 = 10)**

Throughout the semester, you will have many, extremely brief quizzes/ in class activities designed to ensure that you stay up to date with class material. These quizzes will not be announced ahead of time and cannot be made up under any circumstances. Illnesses and other excused absences will be dealt with on a case-by-case basis.

**(7) Participation Extra Credit upto 5%**

These credits are offered to encourage students to be active learners in class. In order to receive any extra credit, for the entire semester the student must

- Must contribute to class discussions
- Must participate in class activities
- Not have more than two unexcused absences
- Must not arrive late or leave early more than twice
- **Must not use their cellphone** during class time for *any* purpose

Other opportunities for extra credit *may* be announced.

**Grading Scale and Interpretation of Performance Level as per University Senate Rules and Regulations**

**A ~ Outstanding; B ~ High; C ~ Satisfactory; D ~ Minimal; F ~ Inadequate**

A: 94 +	A- : 90 ~ 93	B+: 87 ~ 89	B: 84 ~ 86
B-: 80 ~ 84	C+: 77 ~ 79	C: 74 ~ 76	C- : 70 ~ 74
D+: 67 ~ 69	D: 64 ~ 66	D- : 60 ~ 64	F: < 60

All information provided in this syllabus is meant to serve as guidance and is subject to change. Please also see the document on Course Policies. If any of this information changes, I promise to announce this change in class. It is your responsibility, however, to keep track of these changes (especially if you miss a class). Finally we are here to assist you with your learning. Please do not hesitate to seek help.

Have a great semester ahead!

Course Schedule (Tentative\*). [Check this self-updating link](#) for latest schedule (or see Bb)

- \*Please check Blackboard for the most current schedule or use this
- \*Exam dates are **fixed**; Topics may change depending on pace of learning

Week	Tuesday	Topic	Thursday	Topic	What is due?	Suggested Additional Readings
1	1/16/2018	Syllabus and Introduction	1/18/2018	Linguistic Structure/ History/ Language as Product		Chapter 1 (Entire)
2	1/23/2018	Articulatory Phonetics	1/25/2018	Articulatory Phonetics		See supplementary readings/ demonstrations on Blackboard
3	1/30/2018	Acoustic Phonetics	2/1/2018	Acoustic Phonetics		Chapter 6 (upto pg. 165)
4	2/6/2018	Phonology	2/8/2018	Speech Perception -1	<b>(1) Assgn 1- due Feb 2</b>	Chapter 6 (upto pg. 165)
5	2/13/2018	Speech Perception - II	2/15/2018	Speech Perception - III		See supplementary readings on Blackboard
6	2/20/2018	Speech Perception - IV + Review	2/22/2018	<b>Exam 1</b>	Exam week	See supplementary readings on Blackboard
7	2/27/2018	Spoken Word Recognition	3/1/2018	<b>Paper 1 Discussion (pre-discussion is due 48 hours prior)</b>	(2) Paper 1- post discussion due Fri by 5 pm	Chapter 6 from pages 165 to 202
8	3/6/2018	Spoken Word Recognition	3/8/2018	Eye Tracking; dissociating Spoken Word Recognition Models	(3) Assgn 2 due March 6	See supplementary readings on Blackboard
9	3/13/2018	Aphasia	3/15/2018	<b>Paper 2 Discussion (pre-discussion is due 48 hours prior)</b>	(4) Paper2-post discussion due Fri by 5 pm	
10	3/20/2018	Spring Break	3/22/2018	Spring Break		
11	3/27/2018	Sentence Processing-1	3/29/2018	Sentence Processing-2		Chapter 7 (till pg 213)
12	4/3/2018	Sentence Processing-3	4/5/2018	<b>Exam 2</b>	Exam week	Chapter 7 (pg. 214 to 230)
13	4/10/2018	Language as Action	4/12/2018	Language as Action - II		
14	4/17/2018	Language as Action - III	4/19/2018	<b>Paper 3 Discussion (Led by Brandall ; pre-discussion is due 48 hours prior)</b>	(6) Paper3-post discussion due Fri by 5 pm	
15	4/24/2018	Flex	4/26/2018	Flex		
16	5/1/2018	Wrap Up/Review	5/3/2018	Tutorial	Assgn 3 ; Final Paper assigned	

